

Bus 262 LEADERSHIP
Greensheet/Syllabus Winter 2012, Dr. Camille Johnson
Lucas Graduate School of Business, San Jose State University

1. Course Information:

Class Hours & Location:	Thursdays 6:00-10:00 TechMart
Office Hours:	By appointment, skype, and phone
Office Location:	Business Tower 359
E-mail (preferred):	Camille.Johnson@sjsu.edu

2. Course Description:

This course views leadership as an art and a skill that is perfected through practice and reflection. Therefore, while there will be short lectures each week, the focus of the course is on creating and reviewing the experiences of students. The classroom is treated as a laboratory in which students are active participants in their own learning. We'll discuss what the academic literature tells us about leadership and what we can gain from popular books on leadership.

Formal Description

This course explores the classic and contemporary models of leaders and leadership in an effort to describe the phenomenon of leadership. Applications of leadership practices are explored.

Course Format:

Class-time will consist of a combination of lecture and experiential activities. The purpose of using experiential activities (or simulations) is to give you the opportunity to apply the concepts and theories learned in the course to real life situations. In this regard, the classroom becomes a laboratory and you, the students, become active participants in your own learning. This is what is called experiential learning. Therefore, attendance is obligatory and it is expected that students will come to class prepared having done the reading assignment and any homework that is due. If you have an emergency or you cannot attend class for some reason, please contact me via email.

Course Objectives:

- Increase your self-awareness with regard to your own leadership qualities
- Understand and apply leadership theories
- Assess and analyze leadership behaviors in others and yourself
- Recognize and practice effective leadership behaviors

3. Course resources:

- Peter Northouse, *Leadership*, 5e.
- Course Reader at www.universityreaders.com
- Leadership and Team Simulation: Everest V2, Harvard Business School Publishing

One of the following books (to be assigned the first day of class):

- Tavis, C., & Aronson, E. (2007) *Mistakes Were Made (But Not by Me): Why We Justify Foolish Beliefs, Bad Decisions, and Hurtful Acts.* Houghton Mifflin.
- Amabile, T., & Kramer, S., (2011). *The Progress Principle: Using Small Wins to Ignite Joy, Engagement, and Creativity at Work.* **Harvard Business Press**
- Cialdini, R. (2006). *Social Influence: The Psychology of Persuasion.* Collins Business Essentials.
- Ariely, D. (2008). *Predictably Irrational: The Hidden Forces that Shape Our Decisions.* Harper Collins.
- Ariely, D. (2010). *The Upside of Irrationality: The Unexpected Benefits of Defying Logic at Work and at Home.* Harper Collins.
- Kahneman, D. (2011). *Thinking, Fast and Slow.* Farrar, Straus, & Giroux.
- Nisbett, R. E. (2004). *The Geography of Thought : How Asians and Westerners Think Differently...and Why.* Free Press.
- Pink, D. H. (2009). *Drive: The Surprising Truth About What Motivates Us.* Riverhead Hardcover.

Course Website information:

<http://sjsu.desire2learn.com>

Turnitin.com Information:

<http://www.turnitin.com>

Course Assignments:

Assignments	Points per assignment	Total Points
Personal Application Assignment (PAA) paper	20	20
Team Training Projects	15	15
Leadership Development Plan and Final Presentation	20	20
Class contribution/Participation	10	10
Leadership Journal/Blog	3	21
Peer review and feedback	4	4
Simulations	10	10
TOTAL POINTS		100

Course Calendar:

SUBJECT TO CHANGE and DATE FOR GUEST SPEAKER HAS NOT YET BEEN CONFIRMED.

Date	Topic	Readings
Jan 5	Introduction What is Leadership? Team Formation	RP1: "Toward a More Adequate Myth: The Art of Leadership"
Jan 12	Communication Personal Media Strategy	RP2: "Be Explicit, Clear, and Concise" RP3: "Reflective Writing, Critical Thinking, and Leading Organizational Change" PAA assigned
Jan 14 (Saturday)	Review of Self-Assessments Ethics Power, Persuasion and Influence Conflicts and Negotiation	RP4: "Moral Person and Moral Manager: How Executives Develop a Reputation for Ethical Leadership" RP5: "A Weekend Guide to Self-Assessment and Career Development" RP6: "What It Really Means to Manage: Exercising Power and Influence" RP7: "Managing Interpersonal Conflict" RP8: "Listen Up! How To Be Appropriately Assertive" RP9: "Framing and Negotiation" RP10: "How to Make Tough Ethical Calls" Northouse, Ch 2,3,4, 15
Jan 19	Motivation Situational contingencies of leadership	Northouse 5, 6, 7 RP11: "Edit, Rewrite, and Refine" PAA Due (2 copies) RP12: "Personal Charters"
Jan 26	On-line Leading virtual teams	HBS Simulation Leadership and Team Simulation: Everest V2 Northouse 11, <i>PAA peer review due</i> RP13: "Empowering Language"
Feb 2	Global Leadership	RP14: "Motivating and Leading Across Cultures" RP15: "Making Decisions Across Cultures" RP16: "Translating Body Language Across Cultures" RP17: "Making It Overseas" <i>PAA revision due</i> Northouse 13, 14

Date	Topic	Readings
Feb 9	Social Perceptions and Mind Bugs Decision-Making	RP18: "Interpersonal Barriers to Decision Making" RP19: "Understanding Communications in One-To-One Relationships" Northouse 8
Feb 16	Leading for Innovation and change	Northouse 9
Feb 23	Presentations	

Selected Assignment Details (subject to refinement):

Personal Application Assignment (PAA)

The students will take a personal leadership experience and analyze it. This assignment will be peer-reviewed as well as graded by the instructor. Instructions and grading criteria will be handed out in class.

Team Training Project

Each team will be responsible for a 20 minute interactive, creative presentation, with printed materials (e.g., handouts or guides), on a book from the popular press. These books are culled from best seller lists, which many business executives purchase, and intend to read, but never actually read. With these presentations, you will telling your classmates what they might learn from these books that would help them with their leadership roles in the future.

The grading criteria for the presentation are: how informative, well-organized, interactive and engaging, creative, and **effective in developing students' skill in using this leadership practice**. More detailed instructions and grading criteria will be handed out in class.

Leadership Development Plan and Presentation(LDP)

In this plan, you will create a personal leadership plan that is similar to a Personal Charter that summarizes and integrates what you have learned in this course. The plan will be presented as a brief powerpoint presentation that will serve as a brief reminder to you of the major insights you've gleaned from the course. It is your personal development plan including an analysis of strengths and weaknesses and action plan for addressing a weakness you identify as important in terms of your goals. More detailed instructions and grading criteria will be handed out in class.

The **presentation** should contain, at a minimum, the following elements:

Part 1: Your personal model of leadership (definitions) (3 points)

Part 2: Self Assessment based on profile and responses from external evaluators (5 points)

Part 3: Reflection on Strengths & Areas to Develop (5 points)

Part 4: Action Plan & Mentors—including barriers to overcome & enablers to maximize (7 points)

THIS IS A VERY BRIEF PRESENTATION. Students are also responsible for providing a **creative** one-page summary of the presentation. This does NOT need to be in essay form. The intent is that you could look at this

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presentation in five or ten years and be reminded of your perspective in business school, and then continue to clarify your strategic and leadership thinking throughout your career. To assist with this plan, you will receive a personalized feedback report from the Leadership Profile online survey exercises. You will be asked to complete these online exercises at different points in the course.

Leadership Journal/Blog

Each week, you will be asked to contribute to a class blog regarding leadership. In your blog entries, you may write about the significant points in the assigned reading every week and how they relate to you and your own leadership style. You can also write about leadership attempts you make, the results, and your plans for being more effective in the future. You might also seek advice from others. As part of this assignment, you must also comment on a blog entry of another student. Your comments must be constructive and substantive.

Each week a suggested topic will be posted on-line.

Class Contribution and Homework

Your participation in the course will be evaluated by your classmates and me.

4. Grading information:

Percentage	Letter Grade
94% and above	A
93% - 90%	A-
89% - 87%	B+
86% - 84%	B
83% - 80%	B-
79% - 77%	C+
76% - 74%	C
73% - 70%	C-
69% - 67%	D+
66% - 64%	D
63% - 60%	D-
below 60%	F

Penalty (if any) for late or missed work:

No late work will be accepted.

5. Course accommodations

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This course is reading and writing intensive, although there are ample opportunities for learning and demonstrating learning through other modalities.

If you have a counselor at the Disability Resource Center or have any additional needs or considerations of which you believe I should be aware, you will have an opportunity on the first on-line assignment to tell me about these considerations. Tell me now, not later. You will not be able to retroactively ask for accommodations or revisions of already graded work.

If you believe that you may need some accommodations for a disability, visit the DRC http://www.drc.sjsu.edu/student_services/.

6. University, College, or Department Policy Information:

You are responsible for understanding the policies and procedures about add/drops, academic renewal, withdrawal, etc. found at <http://www2.sjsu.edu/senate/S04-12.pdf>

Academic integrity statement (from Office of Judicial Affairs):

Your own commitment to learning, as evidenced by your enrollment at San José State University and the University's Academic Integrity Policy requires you to be honest in all your academic course work. Faculty are required to report all infractions to the Office of Judicial Affairs. The policy on academic integrity can be found at <http://www2.sjsu.edu/senate/S04-12.pdf>

See the Judicial Affairs website at <http://www2.sjsu.edu/senate/plagiarispolicies.htm> for definitions of academic dishonesty, cheating, and plagiarism.

Campus policy in compliance with the Americans with Disabilities Act:

If you need course adaptations or accommodations because of a disability, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities register with DRC to establish a record of their disability.

College of Business Policies and Procedures:

Check the url at http://www.cob.sjsu.edu/cob/5_STUDENT%20SERVICES/cobpolicy.htm

To ensure that every student, current and future, who takes courses in the **Rose Orchard Facility**, has the opportunity to experience an environment that is safe, attractive, and otherwise conducive to learning, the College of Business at San José State has established the following policies:

Eating:

Students who disrupt the course by eating and do not leave the building will be referred to the Judicial Affairs Officer of the University.

Cell Phones:

Students will turn their cell phones off or put them on vibrate mode while in class. They will not answer their phones in class. Students whose phones disrupt the course and do not stop when requested by the instructor will be referred to the Judicial Affairs Officer of the University.

Computer Use:

In the classroom, faculty allow students to use computers only for class-related activities. These include activities such as taking notes on the lecture underway, and finding Web sites to which the instructor directs students at the time of the lecture. Students who use their computers for other activities or who abuse the equipment in any way, at a minimum, will be asked to leave the class and will lose participation points for the day, and, at a maximum, will be referred to the Judicial Affairs Officer of the University for disrupting the course. (Such referral can lead to suspension from the University.) Students are urged to report to their instructors computer use that they regard as inappropriate (i.e., used for activities that are not class related).

Academic Honesty:

Faculty will make every reasonable effort to foster honest academic conduct in their courses. They will secure examinations and their answers so that students cannot have prior access to them and proctor examinations to prevent students from copying or exchanging information. They will be on the alert for plagiarism. Faculty will provide additional information, ideally on the green sheet, about other unacceptable procedures in class work and examinations. Students who are caught cheating will be reported to the Judicial Affairs Officer of the University, as prescribed by [Academic Senate Policy S04-12](#).

Classroom Etiquette

Please be on time. If you are late, come in quietly so that you do not disturb others.

Please do not hold side conversations when other students or the Instructor is addressing the class.

In general, it is expected that all members of this class will act respectful at all times.

When in doubt, simply treat others as you would wish to be treated.

Expectations about classroom behavior; see [Academic Senate Policy S90-5](#) on Student Rights and Responsibilities.